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ABSTRACT

Written for use with videotaped versions of the stories "Walking with Grandfather" and "Great Wolf and Little Mouse Sister," this guide presents 20 lessons that teachers can adapt for students of various ages and use in integrated units or other curriculum approaches. The introductory material describes the use and philosophy of the video stories, which were chosen as part of an effort to develop curriculum and educational programs that introduce life-enhancing values derived from the core of traditional Native culture. The 20 lessons are organized under the subjects of language arts (11 lessons), volition and feelings (1 lesson each), science (3 lessons), and mathematics, drama, physical education, and music (1 lesson each). Each lesson states the focus and objectives for students and provides detailed plans for learning activities. The language arts lesson focusing on legends lists five objectives for students: defining legend, giving examples of legends, analyzing legends for lessons learned, comparing legends, and writing an original legend. Learning activities include class discussion, use of visualization as a memory technique, and a story retelling game to illustrate oral tradition. The section on volition presents activities centered around a class field trip to help students plan and achieve a goal. Both story scripts are included. (JHZ)

WALKING WITH GRANDFATHER and GREAT WOLF AND LITTLE MOUSE SISTER



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TEACHER'S GUIDE

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**WALKING WITH GRANDFATHER
and
GREAT WOLF AND LITTLE MOUSE SISTER**



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1984

Walking with Grandfather

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National Native Alcohol and Drug Abuse
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The Great Wolf and Little Mouse Sister

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1984

The Four Worlds Development Project is the result of many people's efforts and wisdom. Some were directly involved, others inspired us through their work in education and alcohol and drug abuse prevention.

Direction for this project was set at a conference held in Lethbridge, Alberta in December, 1982. Participants at the conference were native elders, spiritual leaders and professionals of various native communities in North America. Their contributions were framed by their deep commitment to native people and their own, often hard won, experience. To each of them we offer our deepest respect and appreciation.

Harold Belmont
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Andy Black Water
Ed Calf Robe
Steve Courchene
Ricki Devlin
Tyrone Eagle Bear
Perry Fontaine
Leonard George
Cindy Ginnish
George Good Striker
Rufus Good Striker
Woodrow Good Striker
Ed Heavy Shields
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Chuck Ross
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Herman Saulis
Frank Sovka
Eric Tootoosis
Mike White
Rose Yellow Feet

ABOUT THE AUTHORS

Dick Hastings and Dan Vaillancourt are both educators at the Kipohtakaw Education Centre on the Alexander Indian Reserve, just north and west of Edmonton, Alberta.

This locally controlled education centre opened in 1982 as a result of an educational evaluation conducted on the reserve. Among other things, residents of the reserve discovered that their school drop-out rate was 100%, that their children were as much as three grade levels behind students in other parts of Alberta, and that 40% of school-age children were suffering from hearing loss.

Determined to take on the responsibility for creating an educational program that would foster the development of the unlimited potential of each student, the Kipohtakaw education committee began searching for models of education and educational programs that would assist the students and the community as a whole to articulate a vision of human potential and to find in themselves the strength and wisdom to reach that vision.

The ANISA model of education was chosen because of its compatibility with the traditional wholistic view of human beings held by native peoples. This wholistic view asks that all aspects of the student (physical, mental, emotional and spiritual) be educated and that each individual's volition become engaged in the process of his or her own development. A vision of human possibility is a necessary part of this wholistic approach and can be sought by rearticulating the cultural/spiritual base that allowed native people to lead viable lives and develop civilizations of tremendous strength for many thousands of years.

One of the educational needs expressed by the community of Alexander (as well as by many other native communities) was for programs designed to introduce life-enhancing values derived from the core of traditional native culture into the school curriculum. In response to this clearly articulated need, the Four Worlds Development Project produced the prototype video stories "*Walking with Grandfather*" and "*The Great Wolf and Little Mouse Sister*".

In keeping with our understanding that curriculum is not a static package of materials, but rather a process that emerges out of dialogue between students, teachers and the community, we asked two of the best practicing teachers we knew to work with the video stories and children in a native controlled school to produce this teacher's guide.

We invite you to accept this guide as your own and use it as your needs and interests dictate. We welcome your comments, suggestions and additions. This curriculum will only be useful as long as it lives and grows in the minds and hearts of educators, students and their communities.

EDITORIAL NOTE:

In English it is impossible to refer to a person without using a pronoun that indicates gender or sex (e.g. he or she, him or her, his or hers). Since there is no special word to refer to a person whose gender is not known, most writers have chosen to use the masculine form in these questions.

This custom of using the masculine form when referring to a person who is not known to be a female, has caused a conspicuous absence of reference to women in English writing.

Thus all of the great ideas and discoveries discussed in English literature are expressed in masculine terms and the reader constantly visualizes males, rather than females, as active participators in the world. Our society's tendency to devalue the role and contributions of women is only augmented by this lack of picturing women in an active, creative role.

The Four Worlds Development Project has chosen to alternate the use of feminine and masculine pronouns whenever the reference is unspecific. This choice of usage is a deliberate one to avoid the awkwardness of the compound form (he/she; him or her) while at the same time acknowledging the harmful consequences of bowing to a convention that persistently forces its audiences to visualize the world as dominated by men and operating on ideas expressed in masculine terms.

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INTRODUCTION

The close relationship between a sense of self-esteem and the abuse of alcohol and drugs is well known. Where self-esteem and an appreciation of moral and cultural values is low, abuse is high. In groups where life-enhancing, life-preserving values are strong and active in a culture, social decay and substance abuse tends to be relatively low. Stories such as *"Walking with Grandfather"* and *"The Great Wolf and Little Mouse Sister"*, which teach values to native children in culturally appropriate ways, can be used in the classroom as well as in homes and elsewhere in the community to draw native children closer to a way of life that promotes the development of human potential.

The purpose of the curriculum guide that follows is to give teachers some ideas about how to enrich the use of the two stories, *"Walking with Grandfather"* and *"The Great Wolf and Little Mouse Sister"* in the classroom. It is not presented as a step-by-step approach, even though some of the activities are outlined in specific detail. Rather it is intended to be used as a helpful guide from which teachers choose the appropriate activities for their particular classes.

The activities have been structured so that they can be applicable to various age groups, but there will undoubtedly be many cases where the suggestions provided here will need to be modified to fit the abilities and learning styles of each group. While there are enough activities to last several weeks, we feel that each teacher ought to decide how much time can be given to the stories. Several approaches that we have envisioned are:

1. planning an integrated program of several weeks duration using the two video stories as the main theme. The lessons for the various subject areas (e.g. language arts, social studies, science, mathematics, etc.) would all be developed from this theme. Sample lessons for many subject areas are included in this guide.
2. an in-depth study of the two stories in one subject area (e.g. language arts or social studies) during several weeks
3. a one-time viewing of the videotape with selected follow-up activities

We recommend that you watch the video and read through the entire guide before deciding which approach you will use. Many valuable insights into the philosophy underlying the integrated approach of using audio-visual materials, on which this guide is based, will be gained. You may also want to discuss with the rest of the staff of your school the possibility of a school-wide program or collaboration between several teachers.

The learning activities that follow should not be attempted until the students have become very familiar with the entire story. The story should first be told (not read) to the students as many times, over several weeks, as is required for them to internalize its shape and meanings. When students can recount the story themselves, then and only then, should the video be shown. In this way students can develop their own personal relationships with the characters without having the video version completely take over the imaginative process. This step is crucial to the process of learning values.

One of the main benefits of stories such as these is that children internalize noble goals and attitudes. We believe the first level of this internalization process is delicate, and must allow active interplay between the archetypes in the story and the child's creative development. Students need to see the wholeness of the story before they begin to break it down into component parts. Many of the lessons in the story do not make sense apart from knowing the whole. A thorough analysis relies on relating one part to another.

Learning style analysis is a skill that develops over a long period of time. Although it is a difficult process to learn, it is very important that the teacher take maximum advantage of a student's learning style. This may involve the use of many modalities, such as acting out various concepts, touching things related to that which is to be learned, singing, writing, and drawing pictures to remember a concept.

We would be happy to hear of your attempts to use the guide and welcome any suggestions you have for future improvements.

LANGUAGE ARTS

Focus: Language Experience

- Objectives:**
1. To enhance developmental learning through creative writing
 2. To use creative writing to foster literacy

Learning Activities:

1. Retelling the Story

After viewing "The Great Wolf and Little Mouse Sister" in an unmediated way (i.e. without interpretation and analysis), have the students recreate the story in their own way, first orally and then in writing. An example of such a process is included in the activities below.

2. Creating a Class Story

A single viewing of "The Great Wolf and Little Mouse Sister" by a grade one class produced an astounding flood of writing from which this "class" story was drawn (i.e. the story has been pulled together by taking sentences from several of the children's stories, leaving wording and spelling as found, but adding punctuation to make it easier to read). Some children wrote more than four foolscap pages and emerged from the experience with glazed eyes and perspiring faces, but a feeling of deep satisfaction.

The Great Wolf and Little Mouse Sister

Once upon a time the Great Wolf was crying. Little Mouse Sister was wandering ho was crying. Little Mouse Sister ast wiy he was crying.

"I lost my iys. My iys feloute becus I was folish and slfish." "Plys donte cry. I will giv my iys to yuo". Then the wolf bent down and the little mouse toc hre iys out and gav them to the Great Wolf and the Great Wolf thact his sister.

"But you can't see."

"Yes I can't see nouw", the Little Mouse Sister sed. The Great Wolf sied, "I'll tace yuo to the great pond".

Thae theravld alog the Great Red Road. They churavld for days and days.

On the wa tha seen a ciold. He said, "Sta for a wiold". So tha did. Dad tha had sopr. Dad the ciold told the Great Wolf to wor the dese. The Great Wolf nu abut the ciolds jrecx. So the Great Wolf hred. Dad he heb ben a tree. Dad he lisind to the ciold lie to Little Mouse Sister. The Great Wolf went in. Thn he yeld at the ciold. "U lied to Little Mouse Sister. Comon Little Mouse Sister. We had to go nau".

Va went on agan. On the wea tha seen a Wise Owl. On the wea tha ast abut the majek lek. The Wise Owl siad about the majek lek, "Tes nuhting. I flu ovr it a 200 tims. It nuthing."

They travld and travld and travld until thay got to the magic pond. The wolf jumped this way and that way and then he left her.

Something side, "jump and jump".

The grate spirit helped Little Mouse Sister. Little Mouse Sister trind into a Eagle and than Little Mouse Sister was The Great Eagle and flew awa.

3. Reflection on Developmental Learning

This outpouring on the part of grade one students, who often have to be coaxed into producing a single sentence during a writing class, indicates that the story triggered a need for expression that arose from a global experience (i.e. one that touched many aspects of their lives - affective,

cognitive, spiritual, and physical). The teacher can do much to encourage maximum learning from this opportunity by working in partnership with the students to explore the many dimensions of the story.

For example, the children in this class have had little previous exposure to the vocabulary and the concepts which would enable them to understand and re-tell the part of the story in which the wolf made a sacred offering of tobacco to the Great Spirit (translated by these children simply as "The wolf jumped this way and that way"). Similarly "sacred lake" was renamed "magic pond" because of a lack of experience with the concept of spiritual transformation. Guideposts to the level of experience and development in a certain area in children can become invaluable starting points for further lessons.

A close look at the work of some of the individual students can also give the teacher valuable insights into the personal development of some of her students. One little girl, visibly affected on an emotional level by the story, wrote the following:

"Once upno ther was a wolf crying. Little Mouse Sister came up from her house. The Little Mouse Sister gifted her ies to the Great Wolf, her ies to the Great Wolf, her ies . . ."

She repeated the phrase over and over "her ies, her ies," as tears streamed down her face.

Overwhelmed by the sacrificial act of the Little Mouse Sister, she was unable to go on to "hear" one of the messages of the story: that an act of true generosity does not impoverish the giver. The mouse, who gave up her eyes, gained vision far more penetrating and far reaching than she would have been capable of, had she not given up her limited vision. This student is in a position to make a major discovery about her own capacities if she can be helped to experience and re-tell the rest of the story.

4. Analysis of Learning Styles

The stories produced by children in response to a global experience such as is invoked by "The Great Wolf and Little Mouse Sister" can also give the teacher valuable insight into the learning styles or preferences of her students. The children in this class can be divided into two types:

1. Those that attempted to tell the whole story regardless of the length (even one sentence) and their writing ability

e.g. *"Theae want to the Magic Pond and Thene little Moues Sistrer was The Great Eagle."*

One little boy's recreation of the story was simply a distillation of the theme song

"The great wolf Mous sister we will be thar son (soon)."

2. Those that attempted to tell the story sequentially, including as many details as possible.

e.g. the "class" story quoted above.

Students can be helped to gain versatility in learning by having more wholistic thinkers play memory games about the details of the story (see the section on legends which provides examples of activities and a useful reference book) and the more sequential thinkers integrate details into a single image.

5. Fostering Literacy

Use the stories developed in the activity above to create either individual or class "big books" (these can be as big as two feet by three feet, with oversize print, and lots of large, colorful illustrations) or large experience charts. These can be used for class choral reading and should also be made available for use by individual students. Art projects can be used to illustrate these books.

Focus: Creative Writing

- Objectives:**
1. To gain experience in narrative writing
 2. To gain experience in descriptive writing
 3. To gain experience in expository writing
 4. To gain experience in letter writing

Learning Activities:

NOTE: If you are not familiar with the differences between "narrative", "descriptive", and "expository" writing, consult any standard English textbook or the English teacher on your staff.

1. Narrative Writing

Talk about stories in terms of action. Have children share stories about a special day in their own lives. Have them write a story about a special day that they remember, starting the story in the same way as "Walking with Grandfather": "I'll never forget that day for as long as I live . . ."

2. Descriptive Writing

- a. Have students describe one of their grandparents or an elder in the community. Use leading questions such as the following: What does she look like? How old is she? How does she spend her days? What did she do when younger? Does she tell stories now? What are they about? Now, write a description of that person that tells the reader about her physical appearance and character.
- b. Describe your own favorite place to go in nature. Have the students do the same. Ask them to write a description of this place, sharing why it is special to them.
- c. Have students describe the sounds, smells, textures, and tastes experienced on a "blind" nature walk (refer to the section of this curriculum, *Science: Blind Nature Walk*). One way to organize your description might be to talk about each sense in a separate paragraph. Another way to organize might be to describe the different places on your walk by telling how you perceived them.
- d. Have students describe the part of the story that you enjoyed most. Why did you enjoy it?
- e. Have students describe an animal in great detail (refer to the section of this curriculum, *Science: Animal Observation*). Do not mention the name of the animal. Students can share the descriptions with the others and have them guess what animal is being described.

3. Expository Writing

Discuss the five senses. Explain how we perceive our world through them. Ask what happens if one sense is not working. Look for examples that show how other senses become keener and compensate (for example, blind people often hear better).

Then choose one of the following and write an essay:

- a. Which one of your five senses (hearing, seeing, smelling, tasting, touch) do you value most and why?
- b. If you were forced to give up one of your senses, which one would it be and why?
- c. Which sense do you use most often in a typical day? How would your life change without it?
- d. Are there more than five ways of sensing things? Describe an experience in which you sense something without using one of the five senses of sight, sound, smell, taste, or touch.

4. Letter Writing

- a. Ask students to pretend that they are one of the secondary characters in "Great Wolf and Little Mouse Sister". Ask them to write a letter to a cousin (or other relative or friend), explaining how they met the Great Wolf and the Little Mouse Sister. Have them describe the meeting and explain how it affected them (i.e. how it made them feel or what it made them want to do).
- b. Ask students to pretend that they are the Great Wolf. They should write a letter to another wolf friend telling the story of how they met the Little Mouse Sister and of the journey they made together. They should try to include their feelings about Little Mouse Sister.

Focus: Understanding Symbols

- Objectives:**
1. To analyze the various meanings of the symbols used in the story
 2. To relate the meanings of the symbols to one's own life

Learning Activities:

Analyzing Symbols

1. Pass out sheets of butcher paper (about 60 x 60 cm) and felt pens to the students while explaining that they will be used to keep notes and organize the ideas that come out of the class discussion.
2. Briefly explain that during the lesson the students will analyze the symbols in the story. You will need to have the students understand the meaning of "analyze" and "symbol". This can be done with the use of the dictionary and by relating symbols to something familiar in their lives (e.g. railroad crossing symbol, crucifix, maple leaf, etc.)
3. Begin by playing the video of "*The Great Wolf and Little Mouse Sister*" up to the part in the story where the Little Mouse Sister gives her eyes to the wolf and says, "But, I'm only the Little Mouse Sister, and you the Great Wolf."
4. Questioning needs to proceed to stimulate both a remembrance of facts and a probing for understanding of the meanings. If students aren't used to analysis, many probes will be needed. At various points the ideas or messages should be related to their own lives.

5. Points to Analyze:

- a. Why were these two animals (a mouse and a wolf) used as the main characters in the story? Write two headings on the blackboard, "Little Mouse Sister" and "Great Wolf". Have students write on their papers as you do on the blackboard. Help them write and organize their work in such a way that they will have enough room to take all the notes they need on one or two sheets of butcher paper.

Brainstorm the qualities of each animal. Have students write these on their charts. For instance, a mouse is small, fragile, weak, low to the ground, and doesn't see very well. The wolf is strong, powerful, and full of courage.

- b. Do these animals act the way one would expect them to act? The obvious answer is no, but you will want to have the students realize that they act just the opposite of what you would expect. For example, the mouse is brave and generous enough to want to help the wolf, while the wolf is helpless and crying.

Now you can ask again why these two particular animals were chosen. The understanding you are leading to is the lesson that things aren't always what they seem to be. Some students may be familiar with the adage, "You can't always judge a book by its cover". This would be a good time to bring in something like a volcanic geode that has a very rough outside but is full of beauty inside. Since this major lesson of life is especially important to realize during a person's youth when concern about physical appearance is at its peak, enough time cannot be spent on this theme.

Related Activity: Video tape some TV commercials that try to sell inner happiness by associating their products with spiritual qualities. Have the students analyze the hidden messages that are being portrayed in each of these ads.

- c. Some other important lessons can be mentioned as well. One is that even when you give your very best you shouldn't expect gratitude in return. For a short time after the Wolf gets his eyes, he remains proud and foolish, forgetting his Little Mouse Sister. This can help the viewer appreciate even more the gift - the sacrifice - offered so freely by the Little Mouse Sister.

Related Activities: A couple of creative writing topics could evolve from this lesson.

- i. Have students write about how life would be different for them if they lost their eyes. This exercise will help reinforce the value of the mouse's gift.
- ii. Blind walks (see the section of this guide entitled *Science: Appreciation of Nature*) can be used to show how dependent one is when one is blind.
- iii. Have the students write about the sense they would most hate to lose.
- iv. Have them write about what would be the most difficult thing for them to give up.
- d. After the wolf realizes that his pride and foolishness are mistakes, he begins to understand how dear the Little Mouse Sister really is. His turning back to the Little Mouse Sister in appreciation for her sacrifice is a key point in the story. It demonstrates that even if we have led a foolish life we can change. It also teaches us that great gifts don't necessarily come from those who are outwardly powerful. A study of great spiritual leaders from the history of native people or from other traditions can be used to explore these ideas more fully.

Related Activity: Bring in stories about great athletes or other powerful people, who through pride and foolishness, became gloomy and broken, but who eventually turned themselves around again by turning to spiritual things. The movie *Running Brave* about Billy Mills, the olympic runner from the Pine Ridge Reservation, is an example of such a story.

6. Continue watching the story up to the part right before the mouse and wolf reach the otters. This is the beginning of the next major theme of the story, and it will last until they reach the Sacred Lake. One of the lessons of this theme is that the journey to any worthwhile goal is long and difficult with many obstacles along the way. There are no shortcuts. One must persevere under difficult conditions to reach one's goals. The coming together of the Great Wolf and the Little Mouse Sister also represents the unification of our outward and inward strengths, a merging that will be needed for a successful journey.

7. The section described above mentions many specific symbols: the Sacred Tree of Life, the Good Red Road, the Creator of all good things, and the Sacred Lake.

- a. The Sacred Tree is an ancient symbol. It basically represents the teachings of the Creator which are a shelter under which all humanity is protected. The further we stray from it, the more our lives will suffer. While a whole curriculum could be developed from the story of the Sacred Tree (see "*The Sacred Tree*" a senior high school and adult curriculum published by the Four Worlds Development Project for an example of such a curriculum) and its counterparts in other cultures throughout the world, you will need to decide on how much detail you will want to go into with your class.

Related Activity: Describe all the aspects of a tree and how each one is symbolic of some spiritual or moral truth.

- b. The Good Red Road is symbolic of the spiritual path we must all take on the journey for never-ending perfection.
- c. The Sacred Lake represents the reflection of all spiritual realities. It is the closest we can come to seeing the Great Spirit.
- d. You may wish to have a discussion on the many names we give to the Great Spirit, such as God, Allah, Dios, Creator, depending upon where we live and in which culture we have been raised. Many students don't realize that the Great Spirit and God are two words that mean the same thing. In the same way, Dios is the Spanish word for God, Allah the Arabic word.
- e. After the Great Wolf and the Little Mouse Sister establish their unity in the quest for the Sacred Lake, the Great Wolf demonstrates one of the first key principles in goal-setting: consecration to the goal no matter what the obstacles. He knows that it will be difficult, but nothing will stop him. The video doesn't do justice to the difficulties of the journey, but this is an almost insurmountable obstacle of the media and no fault of the production. The teacher can make up for it by doing some action.

At this point in the lesson, the students should be ready for a short break. You can have them

get up and act out a long, hard journey. They can wipe the sweat from their brows, be hungry, thirsty, etc. They can also show on their faces the effects of a long, hard, journey. It would be a good idea to do something like this throughout the rest of the analysis so that the students actually do feel the difficulty of a journey that is over rugged terrain and takes many days.

- f. Another symbol that can be discussed here is the snow-capped mountains. Why are they going to the snow-capped mountains? Mountains represent height which in turn represents nearness to the Creator. Snow-capped mountains are the highest mountains, and therefore represent the extent to which one can understand the Great Spirit.

8. At this point, the video can be turned on again and played through the section about the otters. Lead-in questions could be: "Why are the otters in the story?" "What do otters like to do?" "Why did the Great Wolf and Little Mouse Sister meet the otters?" "Why not pigs or some other animal?"

The otters represent the first of three major obstacles that attempt to keep the two from reaching the Sacred Lake. You might ask the students, "Why are otters an obstacle?", trying to draw out the idea that it would be easier to stay and play than go on struggling. Students can often relate to this in terms of their own lives. For example, often they would rather play than do homework or help their family with the chores, or they like to goof-off during a hockey practice (with the consequence that at game time they weren't as sharp). Some people build their lives around playing and often end up very unhappy for it. Most students probably have relatives that party too much, which often ruins not only their own lives but affects the lives of others around them.

9. The next section of the video tape ends with the story of the coyote. The students, by this time, should understand the role of the animals and be able to say why the coyote is in the story and what obstacle he represents.

This part of the story demonstrates that we can be led off course by being tricked into believing that there is an easy way to spirituality. This is another time to reinforce how advertising tries to trick people into believing that they will be liked if they just buy and use a certain product. Another example is that some people have been tricked into believing that through gambling they can make their fortune very easily. A lesson here is that we must combine caution with determination if we are to reach our goals. This is another lesson on which a great deal of time can be spent.

10. The next section to play of the tape is to the end of the part about the great horned owl. What obstacle does the owl represent? This is a little trickier for students to understand, since teachers are always trying to get them to learn how to read. The lesson is, of course, that reading in itself is not bad, but that book learning must be balanced out with knowledge which comes from the heart.

11. The last section continues from there to the end of the tape and it may have to be re-played several times. In this section there are some important symbols that again would take whole curricula to explain, but should at least be touched here. They are Mother Earth, Father Sky, tobacco, the powers of the four directions, the eagle and again, the Sacred Lake. For purposes of this section, the students can re-tell the explanation that is given on the tape. The eagle is, of course, the climax of the tape and has its own special meaning to each person no matter from what culture they originate. One symbolic importance of the eagle is that the sacrifice one gives is rewarded many times greater than can be imagined. The purer the deeds, the greater the reward.

12. **Summary of some Understandings of the Symbols Used**

- a. Little Mouse Sister - weak, fragile on the outside, but very strong on the inside.
- b. Great Wolf - strong, powerful on the outside, but foolish and selfish on the inside.
- c. The contrast between the inner and outer characteristics of these two animals shows how you cannot always judge something by its outer appearance. It shows also how we have to be humble so that we can accept gifts from those we would normally think of as inferior.
- d. Giving of eyes - represents the very best that the mouse could give.
- e. Turning away of the Wolf after the gift - illustrates his selfishness.

- f. The two deciding to take the journey together - represents the unification of the strengths that both possess or the unification of the inner and outer being.
- g. Journey - represents the spiritual path which must be taken if one is to perfect his character.
- h. Sacred Tree - represents the pool of knowledge out of which comes the teachings by which man can draw closer to the Great Spirit and thus live together in harmony with all life.
- i. Good Red Road - the spiritual path full of obstacles that test our faith in our quest for nearness to the Great Spirit.
- j. Sacred Lake - represents the reflection of all things. The closest a man can come to the Great Spirit.
- k. Otters - represent the obstacle of playfulness, the desire to have a good time that, when taken beyond moderation, takes us away from the spiritual path.
- l. Coyote - represents the obstacle of trying to find shortcuts to spirituality.
- m. Great Horned Owl - represents the obstacle of too much logical thinking or too much book-learning as opposed to the knowledge of the heart.
- n. The order that the three obstacles appear - represents the periods of one's life in which the tests are most likely to occur. The otters in youth, the coyote for middle-age and the owl for the elders.
- o. Snow-capped mountains - represent nearness to the Great Spirit.
- p. Combination of the offering to Father Sky, Mother Earth and the Four Directions - represents all aspects of existence.
- q. Turning into Eagle - represents the reward for sacrifice which is always much greater than that which is given.

Focus: Legends

- Objectives:**
- 1. To define the word legend
 - 2. To give examples of legends
 - 3. To analyze legends for lessons learned
 - 4. To compare legends
 - 5. To write an original legend

Learning Activities:

1. Discussion About Legends

Class discussion about legends should cover the following points:

- a. What is a legend? - It is a story that has come down from the past and which is usually told by an elder. Legends often have a moral or an explanation of a natural phenomenon or historical event which otherwise seems baffling or arbitrary. Legends function to pass on culture, to teach values, and to give spiritual messages.
- b. What are the advantages of oral as compared to written legends? - They are more personal; more adaptable to immediate situations; and encourage respect for elders by younger generations.
- c. What are the advantages of written legends? - They are a more permanent record and can be accessible to many other cultures.

2. Grapevine Game

Have the students sit in a circle. Ask three students to leave the room while you tell a story to the rest of the group. When finished, invite one of the students back into the class and have one of the

students who heard the story retell it as accurately as possible. When finished, invite another student in and have the child who just heard the story retell it. Continue until all three students are back in the classroom, then compare the original story with the resulting story. Resume discussion on a comparison of written and oral legends.

3. **Memory Techniques**

It is important to explain that the oral traditions were capable of reproducing not only legends, but hundreds of generations of tribal history with astonishing accuracy. There are native elders still alive today that can reproduce the detailed accounts of migrations that took place before, during and after the ice age. Only recently have these amazing histories been corroborated by archaeological findings. There are tribal historians in Africa who can remember every detail of tribal history for sixty generations. In some cultures these historians are highly motivated to remember perfectly, for should anyone catch them making an error, the penalty is death.

The memory system used to accurately retain and reproduce legends, stories and history for hundreds of thousands of years has only recently been discovered by western educators (see Lorayne and Lucas, *The Memory Book*, Ballantine Books, New York, 1974). The system entails visualization of images that act as integrating patterns to retain large and diverse bits of information. The simple techniques re-introduced in *The Memory Book* should be taught to students as this series progresses.

4. **Comparison of Legends**

Talk about the similarities between legends and myths, fairy tales, and fables. Ask the students to name some of their favourite stories. What lessons could be learned from these stories? List these lessons (for example, be kind to animals) on the blackboard and help draw out other important ones that may not have come up in the discussion. Have children study the list of lessons, then choose one that they would like to teach by writing their own legends.

5. **Analysis of Legends**

Have students discuss legends in terms of the following aspects: Where do legends usually take place? When do they usually take place? What sorts of characters are usually featured? How do legends usually end?

Focus: Guided Visualization

- Objectives:**
1. To visualize a story from an oral telling
 2. To empathize with a fictional character
 3. To express a visual interpretation through art
 4. To express a verbal interpretation through writing

Learning Activities:

1. **Guided Visualization**

Explain to the students that you will be taking them on a guided visualization (structured day-dream) in which they will try to visualize the story of the Great Wolf and Little Mouse Sister. Start by having them put their heads on their desks or, if possible, by having them lie down in a comfortable place. With their eyes closed, children should begin breathing slowly and deeply, trying to relax their bodies and minds.

When children seem ready to begin the visualization, start in this way: "Picture yourself walking alone down a street in a city. Suddenly you come upon a movie theatre. You walk up to the ticket seller and pay your admission price, then you enter the theatre lobby. You notice that something is strange here; there are no other people in the theatre at all. You walk into the theatre and see rows and rows of empty seats. You find a seat that you like and sit down. Then the lights dim and you see

the curtain open slowly. Behind the curtain is a large white screen. The movie begins. But this movie is different from any that you have seen before. You feel that you are a part of the movie, that you are one of the characters in it. And the character that you are is a little mouse."

Proceed from here, telling the complete story of the Great Wolf and Little Mouse Sister, giving as much detail as possible. When you reach the part where the Little Mouse Sister becomes an eagle, allow the students to experience "flying" by having them continue the visualization on their own for another minute or so. After that time, ask the students to open their eyes. Now, you have several choices of activities with which to follow the visualization.

2. **Discussion**

Have the students discuss how they felt while they "were" the Little Mouse Sister. Interview them, asking why they decided to give up their eyes to the Great Wolf, how they felt when they encountered the otters, coyote and owl. Was it a difficult journey? Why did they want to reach the Sacred Lake? How did they feel when they finally arrived? Were they afraid/excited/happy when they began to turn into the eagle? What did they see when flying over the land?

3. **Visual Interpretation**

Have the students draw or paint a part of the journey that they enjoyed most.

4. **Verbal Interpretation**

Have the students write about how they felt as they experienced (through the visualization exercise) being the Little Mouse Sister travelling on the road to the Sacred Lake. Or have them describe what they saw as they flew high in the sky.

Focus: Character Analysis

- Objectives:**
1. To analyze fictional characters
 2. To compare characters
 3. To distinguish between desirable and undesirable qualities
 4. To differentiate between static and dynamic characters

Learning Activities:

1. **Discussion**

What is a character? Name the characters in "Walking with Grandfather" and "Great Wolf and Little Mouse Sister". Do all the characters have the same qualities? Do all people have the same qualities?

2. **Matching Qualities**

List several qualities on the blackboard and have children match them with appropriate characters from "The Great Wolf and Little Mouse Sister".

.e.g. selfish	wolf
skeptical	owl
silly	otters
deceitful	coyote

OR write the names of the characters from "The Great Wolf and Little Mouse Sister" and have children list qualities that describe each character.

e.g. Little Mouse Sister	
- self-sacrificing	- persevering
- generous	- compassionate
- kind	- loving
- humble	- faithful

3. **Static and Dynamic Characters**

Discuss the difference between static (unchanging) and dynamic (changing) characters. Have the children identify which characters in *"Great Wolf and Little Mouse Sister"* belong to either category. How do the dynamic characters change? Are the changes positive?

4. **Writing a Character Sketch**

Have the students write a character sketch in which they choose and analyze one character from either *"Great Wolf and Little Mouse Sister"* or *"Walking with Grandfather"*, trying to describe the character with at least three appropriate adjectives. Each adjective should be supported with examples from the story that show how that character fits the adjective.

Focus: Plot Analysis

Objectives:

1. To recount events of a plot in proper sequence
2. To re-tell a plot
3. To discuss plot in terms of introduction, rising action, conflict, climax, falling action and resolution

Learning Activities:

1. **Sequencing of Events**

Have children recount (orally or in writing) the story line of *"Great Wolf and Little Mouse Sister"*. Another approach is to list events out of order either pictorially or in short sentences and have the students rearrange the elements into the correct sequence.

2. **Elements of Plot**

Discuss the various elements of plot (introduction or setting, rising action, conflict, climax, falling action, resolution) and have children identify each in the story, *"Great Wolf and Little Mouse Sister"*.

3. **Discussion of Plot**

After viewing the video tape *"Great Wolf and Little Mouse Sister"*, discuss the story using questions such as the following: Did you enjoy the story? Why or why not? What was your favourite part? Who was your favourite character? Why do you think Little Mouse Sister gave her eyes to Great Wolf? Do you think the journey to the Sacred Lake was a difficult one? Why? What obstacles were encountered along the way? Did Little Mouse Sister know what she would find at the Sacred Lake? Why do you think she wanted to go there? What did this story teach you?



Focus: Interviews

- Objectives:**
1. To define an interview
 2. To understand the importance of an interview
 3. To differentiate between various types of questions
 4. To conduct an interview

Learning Activities:

1. Defining an Interview

Discuss what an interview is. Who conducts them? Why are they important? Examine an interview taken from a newspaper or magazine to see how questions are asked and how answers are recorded. Look at the format of a written interview.

2. Types of Questions

Ask children to give examples of questions that they might ask one of the characters in the story "Great Wolf and Little Mouse Sister" or the story "Walking with Grandfather". Explain the three different types of questions with examples of each:

- a. YES/NO - Did the Wolf and Mouse Sister come this way?
 - b. FACT GATHERING - How long ago did you see them?
 - c. OPINION - Do you think the Wolf and the Mouse Sister will find what they are looking for?
- Have the students make up three questions for each of the different types of questions that are used in interviews.

3. Conducting an Interview

Have students find a partner in the classroom to interview. Ask them try to include at least three of each of the types of questions discussed in #2 above in the interview. After the interview, have them write a short paragraph that tells what they learned about their partner.

Have the students make a list of questions that they could use to interview one of their grandparents or an elder in the community. Have them conduct the interview for homework, using a tape recorder or recording the answers on paper. Then have them write the interview in final form for others to read.

Focus: Analysis of Quotes

- Objectives:**
1. To express opinions (orally and in writing) about spiritual and cultural values
 2. To interpret metaphorical language
 3. To examine quotations for meaning

Learning Activities:

1. Discussion

Write a quotation taken from "Walking with Grandfather" on the blackboard (samples can be found at end of the lesson). Have children think about its meaning, then facilitate a discussion about it. Ask the students whether or not they agree with it and why.

2. Small Group Discussion

Write each quotation on a separate piece of paper. Divide the class equally into small groups. Have each group draw one slip of paper, then take five minutes (or more) to prepare a short interpreta-

tion and critique of the quote that has been drawn. Have each group choose a spokesperson to share its results with the rest of the class.

3. **Written Analysis**

As a written assignment (following one of the above activities), list all the quotes on a sheet of paper. Have students select one (or more) of the quotes, then write a short essay that analyzes the quote and outlines specific examples of how the quote can be applied to daily living.

Sample quotes from **"Walking with Grandfather"**

- a. *"The day waits for no one."*
- b. *"The Great Spirit has given all people knowledge and wisdom, each in their own way, and has forgotten no one."*
- c. *"When both women and men have equal power and respect and they are balanced, then the people of the earth will soar to their highest limits."*
- d. *"Water gives life to all living things and yet always seeks the lowest spot to show how humble she is."*
- e. *"Even if a mountain were to stand in the little stream's way, she would keep moving until, finally, the mountain would be washed to the sea."*
- f. *"If we are to have peace in the world, we must learn to be like the trees. The Alder doesn't tell the Oak tree to move over. The Oak tree doesn't tell the Maple to move over. All of the different trees stand together with their roots deep into the same Mother Earth, refreshed by the same breeze, warmed by the same sun."*

Focus: Spiritual Truths

Objectives:

1. To research the writings of native authors or the recorded speech of native leaders
2. To find other quotations that reflect the same spiritual messages as those given in the two stories

Learning Activities:

1. **Research**

After having done a few other activities with the stories, *"Great Wolf and Little Mouse Sister"* and *"Walking with Grandfather"*, introduce the students to the following ideas, either on the board, or with handouts:

- a. Giving your best.
- b. Loving one another.
- c. Persevering to reach your goal.
- d. Respecting Mother Earth.
- e. The interconnectedness of all life.
- f. The equality of men and women.
- g. Don't judge things by their outer appearance.
- h. Use moderation.
- i. There are no shortcuts on the spiritual path.
- j. We gain the knowledge of the Great Spirit through fasting, prayer, visions, dreams, and books.
- k. We need to see with the heart as well as the mind.
- l. We must remain humble if we are to learn.

Using various books with quotations from famous native leaders, find a quote that matches one of the above ideas. Share it with the class to show its meaning. Assign each student, or group of students, one idea. Give them a list of books from the school library they can use to find quotations. When they have found quotes, have them talk about the quotes and what the research experience was like for them.

2. **Related Research**

Have students find stories that illustrate some of the above ideas or have them research other famous leaders' quotations to find the same ideas.

Sample References:

Touch the Earth and My Heart Soars, Chief Dan George

Focus: Values Clarification

- Objectives:**
1. To define the word values
 2. To list different types of values
 3. To prioritize personal values

Learning Activities:

1. **What is a Value?**

Discuss the word value. What does it mean? Emphasize that a value is not only what we hold as important to us but also how we act on the basis of our beliefs. For example, if we say that we value honesty and yet we cheat on a test, do we really value honesty? What are some examples of values? Do all people share the same values? Where do we get our values? Do our values change as we mature?

2. **Priorizing Values**

Have the students generate (or provide the students with) a list of common values. Have them prioritize their own values by choosing three from the list that they consider to be most important to them. Take an informal survey or tally after this exercise is done to determine trends in the class and pinpoint the top three values. Discuss why these were chosen. Ask the students whether their own values have changed over the past five years? Do they expect their values to change in the next five years?

3. **Recognizing Values**

Have children think about "*The Great Wolf and Little Mouse Sister*". What values do they think each of the characters in the story have. Have them list the values, either through class discussion or by means of a written exercise.

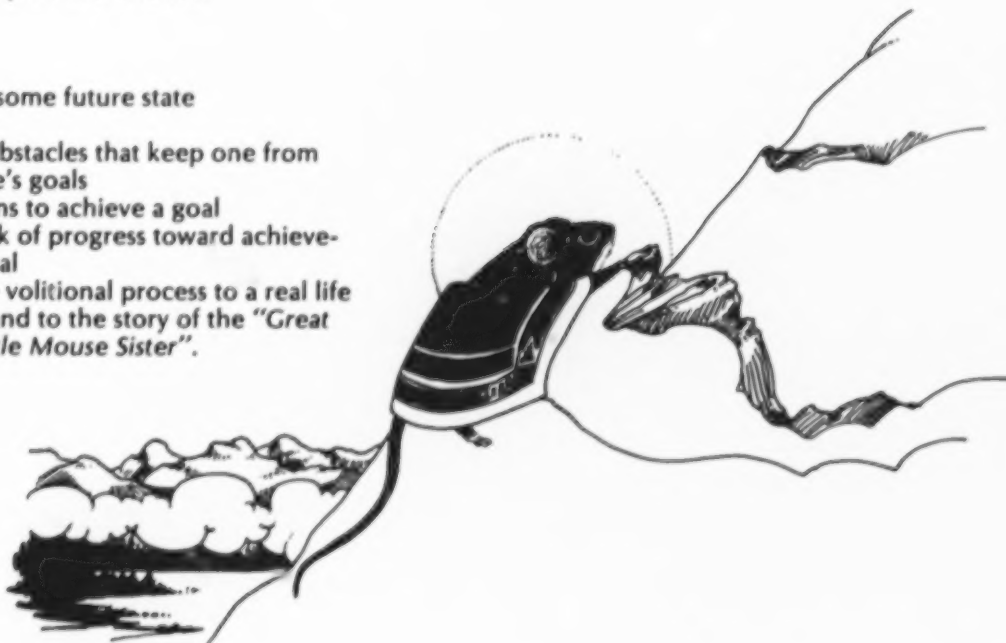


VOLITION

Focus: Development of the Will

Objectives:

1. To visualize some future state
2. To set goals
3. To analyze obstacles that keep one from attaining one's goals
4. To make plans to achieve a goal
5. To keep track of progress toward achievement of a goal
6. To relate the volitional process to a real life experience and to the story of the "Great Wolf and Little Mouse Sister".



Learning Activities:

1. Visualizing about the Future

PRELIMINARY NOTES: Visualization is an important skill because through it we can imagine future possibilities. Students that watch a great deal of TV may have difficulty with this process. An immature group may not be able to imagine further ahead than tomorrow or sometime next week. If that is the case, don't begin by having them imagine about two years from now or even two weeks from now. It will end up in frustration for the teacher and the students. To prepare the students for this process, the teacher can take the students through guided visualization lessons where they have to practice picturing in their minds the stories that are being told to them (see page 14 for an example).

For purposes of this exercise let us imagine that in the very near future you want to take a field trip to go cross-country skiing in the nearby mountains. Any actual class goal can be substituted for the goal of the class ski trip in the following exercises.

Have the students gather around the place where you normally have class discussions and introduce to them the idea that you want to take a field trip to the mountains to go cross-country skiing. Tell them that before specific plans are made, you want to go over the experience with them in their minds. (You may want to prepare them by having them practice visualization through picturing in their minds what it was like for the Great Wolf and Little Mouse Sister when they finally reached the Sacred Lake. Describe as much detail as you can so that the picture is clear and that they can actually experience the emotions connected with the story.)

Have them close their eyes while you talk about what it might be like to ski in the mountains. The smell of the hot chocolate, the wind in your face as you are going down the hill, the laughter as you pick yourself up from the falls that you inevitably will make, the fear of a big hill, and whatever else you can think of to make it seem more real. At the end, have them close their eyes for about one minute to imagine something else that might happen.

NOTE: This assumes that you already have a cross-country ski program. If you don't, and students haven't done any skiing, it will be difficult for them to imagine what might happen. They will only be able to imagine such a possibility if they have had some experiences on skis and they have been to the mountains before. To help their imaginations out, one can show a couple of films about the sport, particularly about skiing in the mountains. Also there are many books in practically every library that can be checked out.

One of the main keys to the volitional processes is the ability to imagine the end state. It is impossible to imagine something that you have never had any experience with. The less mature your group is, the less it will be able to imagine end states. A very mature group will often have the whole trip planned out before you get through lesson one because the students have already experienced so much success in their lives and aren't afraid to tackle the obstacles that lie ahead. The immature students have met with so much failure that their first thoughts are always negative. They're sure that they can't do it. As a teacher, it is important to assess your own group. The mature students will need challenging goals, while the less mature will need easy goals, so that they can feel successful and thus gain confidence to tackle more difficult challenges. As a teacher, you have to be able to persevere through the statements like "I'm not going to do that!" or "I quit!" or "I won't come to school that day!". These statements are the outward manifestation of an inner feeling of fear of an unknown. The best you can do is to ignore them while you keep offering encouraging comments.

2. Creative Writing

After experiencing the visualization, have the students use their creative writing time to write about such topics as: The day I broke my leg skiing; how I made it down the steep hill; the time the bus broke down and we had to ski for three days to get home.

3. Visualization of the Goal

A clear visualization of the goal allows students to develop associations in their minds so that they can practice reaching the goal many times before they ever actually do it. One way to aid this is to make a cross-country ski-board. On it write the goal, then have students add pictures of either their own making or from magazines or photos of themselves skiing. Everyday they come in, they will be reminded of the goal and will be motivated to tackle the tasks they need to in order to reach the goal.

4. Understanding Goals

The purpose of this lesson is to help students understand what a goal is and why we have them. Begin by having the students look up the word goal in the dictionary. Write the definition on the chalkboard. From it, try to generate a few examples such as a hockey goal, a field goal in football, a goalie. Have students draw a picture of a soccer goal from one that you have drawn on the board. Ask them each to write one goal that they think you, as a teacher has for them as students. Have them write it in the area inside the goal. If they have trouble, let them work with a partner. Have them also write responses to the following: a. What was the goal of the Great Wolf and Little Mouse Sister? b. What was the goal of the otters in life? c. What is one thing that you would really like to have? When finished, have them share their responses. Then suggest that the answer to c. above could be a goal for them. When you have finished this part, go on to the next lesson, "Analyzing the Obstacles".

5. Analyzing the Obstacles

Start the lesson by writing the words goal, plan, and obstacle on the board. Ask the students what the goal was for cross-country skiing and write it on the board. Note: Later on you should post it in a conspicuous place so that it will always be a reminder to the students.

Ask if anyone knows what a plan is and why you have written that word on the board. You want them very briefly to understand that a plan is a way to reach a goal. Ask them to describe the plan the Great Wolf and the Little Mouse Sister had for achieving the goal of reaching the Sacred Lake. (They decided that they would follow the Good Red Road toward the snow-capped mountains, that the wolf would carry the little mouse on his back, etc.)

Next, state that in order to reach our goal of cross-country skiing, the class will need to make a plan. In order to make that plan they need to talk about those things that might keep them from reaching their goal. Ask what they think those things are? Obstacles! Review what an obstacle is by reviewing the obstacles that the Great Wolf and Little Mouse Sister had to overcome (symbolized by the otters, the coyote, and the owl). Also review the value of obstacles (e.g. the obstacles in an obstacle course). Then ask what the obstacles in hockey are that can prevent a team from scoring a goal. You may want to list these on the board.

Now have the students brainstorm what they think some of the obstacles are to reaching the goal of cross-country skiing. List those and save them so that later you can use them for planning. Some examples of obstacles could be: not being able to find a way there, not having enough equipment, not having enough money to pay for the trip, equipment breaking while on the trip, someone getting hurt while skiing, getting hungry and thirsty, not dressing properly, someone getting lost, students being too noisy on the bus this causing the bus driver to have an accident, lack of manners making everyone feel unhappy. Certainly you could come up with more. Try to prompt as many as you can from the students so that they feel a part of the experience and will therefore feel obligated to participate in planning and carrying out the experience. It is important to emphasize that obstacles make us stronger, just as they did the Great Wolf and Little Mouse Sister.

This would be a great day to do obstacle courses in physical education class (see the *Physical Education* section of this guide).

6. Making a Plan

In this lesson we will actually get down to planning for the accomplishment of the goal.

The first thing is to post the list of obstacles from the last lesson. Then tell the students that today we are going to begin the planning process that will help us reach our goal. An effective plan will overcome all of the obstacles. Begin by making a list of all the things the class needs to do. Call this the "Do List". Have students brainstorm all of the things that must be done to reach the goal. Prompt the students about those items they leave out. When this task has been accomplished, they will be ready to order or sequence the list.

7. Ordering the Do List

From the Do List have students talk about which items need to be done during the first week, the second week, etc. To assist in this process, a bar chart can be used. It can also be used as a means of marking progress each day and thus analyzing the obstacles that arise.

8. Assigning Tasks to Individuals

After all of the tasks have been delineated and dates set for each one, it is time to assign tasks to each person. It is best for the group if everyone is assigned something. The student names can go up next to the assigned task. Depending on the group, you may want to talk about how some people can do one type of task better than another. For instance, some love to talk on the telephone while others are good at caring for equipment.

After this section is complete, the process of carrying out the plans will be a daily job of record-keeping and problem-solving. Each time a new problem comes up, it will be an opportunity for the group to learn something new. Every time the group has learned a new skill as a result of this process, you may want to write it down on a chart. This will reinforce the idea that obstacles are really created for our own benefit.

One of the greatest obstacles to the accomplishment of goals is fear of the unknown. If this is a problem with the group, it will probably be necessary to give lots of encouragement, or even walk the students through the goal. For example, if a child is reluctant to use the telephone, you may want to have someone go with him to guide him through the process. While this may seem long and tedious, it will help the student deal with the situation the next time it is encountered.

FEELINGS: AFFECTIVE DEVELOPMENT

Focus: Identifying and Evaluating Emotions

- Objectives:**
1. To identify various emotions displayed in the story
 2. To understand why emotions are expressed
 3. To evaluate the appropriateness of a particular emotion
 4. To differentiate between outward behavior and inner emotion

Learning Activities:

1. Identifying Emotions

Start by writing the word "feelings" on the board. Then draw lines to connect feelings with the words hope-related and fear-related. Explain that hope-related feelings are what we think of as good feelings, such as happiness and love. Fear-related feelings deal with those emotions that give us a bad feeling, such as hate, anger.

Play the video tape of *"The Great Wolf and Little Mouse Sister"*. Everytime that you come to an emotion, stop the tape and write the emotion on the board under the correct category. It may be that you have to lead the first two or three emotions, but after awhile the students should catch on. Also write the animal that is connected with the emotion and a word or so about the situation. Summary of some of the emotions expressed.

Sadness	Love
Unhappiness	Silliness
Foolishness	Determination
Selfishness	Deceitfulness
Scorn	Anger
Happiness	Fear
Thankfulness	Bothered

2. Evaluating Emotions

After going through the tape, write on the board the word WHY? and the word SHOULD? Then go through each situation in which an emotion was expressed and ask why a particular emotion was expressed and then should it have been expressed. What you will most likely end up with is that sometimes hope-related emotions are okay and other times they are not. For instance, you shouldn't be happy when someone gets hurt. The same conclusion will be drawn about fear-related emotions. For instance, it was appropriate for the wolf to show anger towards the coyote.

Once you have this framework for evaluating emotions, it can be used whenever there are serious emotional flare-ups amongst students. This is particularly important for students who have not been taught respect and courtesy at home. They will have difficulty judging the appropriateness of certain emotions. For instance, they may not be afraid to break the school rules. If they are happy about breaking a rule at a young age, this is likely to translate into disrespect for the law later on.

When using this format, it is important to remember that the onset of emotion is usually not the time to try to evaluate emotions. The process of evaluation is a cognitive process and thus cannot occur very effectively when an emotion is strong. It helps students to know, however, that you recognize their emotions when they are feeling them.

After an experience has happened and emotions have subsided, it is a good idea to go through the three questions:

- What did I feel?
- Why was I feeling that way?
- How did I express my feelings?
- Should I have expressed them that way?

This is especially important before games or tournaments and especially amongst competitive boys who can't stand to lose. They have probably seen many fights in football and hockey games used as a way of dealing with anger and frustration. While it is difficult to control the outward behavior that results from inner emotions, students need to know that certain types of behavior are unacceptable.

They need to know that it is okay to be angry, but not okay to fight as a result of it. This will constantly be a problem with immature boys and girls. One way of helping students to change their reactions to emotional situations is through role playing.

3. **Role Playing**

In order to overcome some of the problems associated with inappropriate behavior, it is a good idea to rehearse the situations that might come up ahead of time. Each day you might deal with a new emotion such as jealousy, envy, hatred, anger, disappointment, frustration, resentment, annoyance, love, thankfulness, silliness, etc. It is sometimes a good idea to have a box of old hats and simple dress-up clothes to add to the situation.

Start by writing on the board a particular emotion such as anger. Then look it up in the dictionary for a working definition. Have each student try to display anger with just their face, or just their body. If you can video tape it, you can have lots of hours of fun with your class.

Next, give a couple of students a situation. Make sure that the situations are relevant to the group. Have them act it out the wrong and the right way. If they get good at it, let them perform the situation in front of the whole school at an early morning assembly.

After acting through a situation, point out the difference between the emotion and how the student acted. They need to know that it is okay to have their own feelings, but not okay to show them in inappropriate ways. Have the students try to act out several appropriate ways.

4. **Artistic Expressions of Emotions**

a. **Drawing**

Instead of role-playing a situation, have the students make drawings to represent the feelings of a situation. This could be tricky, because if they don't like to draw, you could be bringing on more bad feelings. As part of your art curriculum dealing with drawing, you may want to teach portrait drawing so that students learn to portray certain emotions. At first they may need specific pictures from which to copy.

b. **Music**

Take various colours of 8" x 11" construction paper. Set out three of the same colour and have students clap with you everytime your hand is over a particular piece. Next, put out two pieces of two different colours. Have one colour that you would label a quiet colour and another a loud colour. Clap out the beat LOUD, LOUD. QUIET, QUIET. Then change to LOUD, quiet, LOUD, quiet. Then change and label different colours with various emotions such as dark, red-angry, light, green-happy. After you have experimented with many different emotions, add words to the beats to make up songs. Nursery rhymes are good for such activities because they have simple beats.

Practice singing simple songs using different emotions. How could you sing if you were angry, sad, fearful, excited, silly?

c. **Painting**

Have students use water colours to show different emotions. Divide a paper in half to show contrasting emotions, eg. love-hate, happy-sad, courage-fear, joy-anger.

d. **Cut-outs**

Have students cut out pictures of people in magazines that represent different emotions. Glue them on paper and label the emotions.

SCIENCE

Focus: Interconnectedness

- Objectives:**
1. To understand the concept of interconnectedness
 2. To understand the concept of conservation of nature

Learning Activities:

1. Defining Interconnectedness

In *"Walking with Grandfather"*, Philip talks about everything being interconnected or inter-related. Discuss what he means by this. Have the class develop their own meaning for the term.

2. Experiencing Interconnectedness

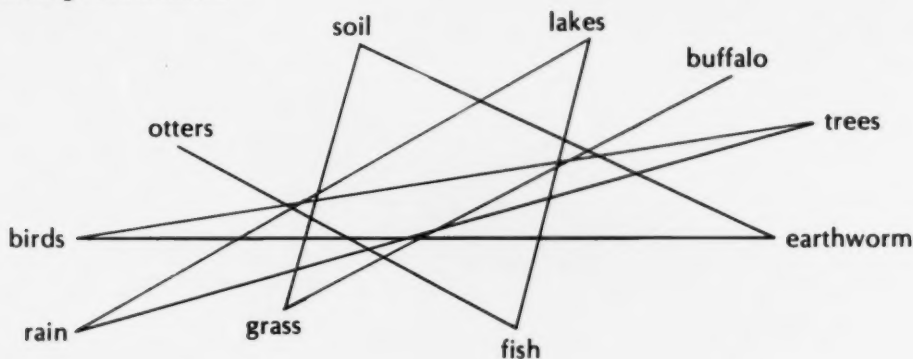
Have the students form a circle. Give one end of a ball of yarn to one child in the circle. Ask how he or she is related to someone else in class (either by kinship, friendship, a common interest, etc.). Give that person a piece of the yarn, then continue finding more relationships until everyone in the group is somehow part of an intricately woven web of yarn. Now ask: "If Billy moved away, what would happen to the web?" Have Billy release his hold on the yarn to emphasize how his leaving would upset the web. Draw parallels to interconnectedness in nature and how balance is important.

3. Interconnectedness in Nature

Have the students form in the circle. Now ask one child to name any animal he or she wants. Find a connection by asking what that particular animal needs to survive, or what in nature is dependent on that animal for its own survival. The child who offers an answer should receive a piece of yarn and, again, a web (showing nature's interdependence) is woven.

4. Web of Nature

Have the students draw a web of nature like the one below, starting with anything in nature and then forming connections.



5. Classifying Nature

Have the students brainstorm on what it is that comprises nature. Put all their suggestions on the blackboard, as in the example below:

air	insects	seeds	trees
soil	rocks	NATURE	streams
lakes	rain	flowers	squirrels

Then try to classify everything mentioned by using the following categories: plants, animals, air, land and water. Now have the children form five groups. Each group will take one of the five aspects of nature and, in as many ways as they can, list how that particular aspect of nature is being threatened or harmed today. Each group then presents their finding to the class.

6. Nature Story

Have students write a story in which a character (either human or animal) learns to respect a particular aspect of nature. For example, a story could be about a group of children who continue to throw garbage into their favorite swimming hole until finally it becomes too polluted to swim in.

Focus: Appreciation of Nature

- Objectives:**
1. To appreciate nature's many sensory gifts
 2. To develop sensory awareness
 3. To develop feelings of trust
 4. To develop empathy

Learning Activities:

1. Blind Nature Walk

Little Mouse Sister sacrificed her eyes so the Great Wolf could see. What would it be like if we suddenly lost our eyesight? Have children choose partners. Taking turns, each child in the pair is blindfolded, then led by the other child through a meadow or woods, so that he or she can perceive the environment through the other four senses. Stress the importance of the guiding child showing sensitivity and care in leading his or her partner. After everyone has had a turn being blindfolded, facilitate a discussion on sensory perception, our five senses and appreciation of nature. Draw parallels to Little Mouse Sister and her relationship with Great Wolf (refer to *Language Arts: Creative Writing*).

2. Animals and their Senses

Make a list of animals, and then under the headings of the five senses, try to categorize the animals according to the one sense that they most rely on for their survival.

For example:

- eagle - sight
- bat - sound
- wolf - smell

Focus: Animal Observation

- Objectives:**
1. To develop attention and observation skills
 2. To understand metaphorical language

Learning Activity:

Animal Characteristics

Through class discussion explore the characteristics commonly ascribed to animals in literature. Why is a fox usually sly, an eagle proud, or an otter playful? Have students think carefully about an animal of their choice, preferably one that they have been able to observe rather closely. Then discuss the following questions: 1. How is that animal usually portrayed in stories, films, cartoons, etc? 2. What character/qualities can you attribute to this animal? As a written exercise or through class discussion, make a list of animals and then try to come up with the qualities that best describe them.

MATHEMATICS

Focus: Equivalent Fractions

Objective: To use the stories to reinforce understanding of equivalent fractions

Learning Activity:

The two stories can essentially be cut up into equal parts. Have the students divide the stories into two equal halves. Label each half with a few words from the story. Then write the symbol for $1/2$ next to each label. Have students take a piece of construction paper about 80 cm in length and fold it in half. Have them write the labels and $1/2$ on each side of the paper respectively. Now take another piece of construction paper, the same size as the first one, and fold it in fourths. Put it parallel with the first piece. Have the students think about each half of the story and how it could be divided in half again. Label each resulting quarter with a few descriptive words from the story. Then have them put the labels and the fraction $1/4$ on each segment of the folded construction. Now do the same for eighths and, depending on the group, sixteenths. Upon completion, fasten each piece together. Then ask the following kinds of questions:

$$\begin{array}{ll} 2/4 = \text{---}/2 & 1/8 = \text{---}/16 \\ 1/2 = \text{---}/8 & 3/4 = \text{---}/8 \end{array}$$

These could be handed out as a worksheet. By posting a copy of some of these worksheets and the fraction strips in the room, the students can use them for a reference to help them internalize the concept of equivalent fractions.

If you have done one story with multiples of two, do the next story with thirds. Increase to sixths, and twelfths.

NOTE: As well as increasing a student's ability to understand equivalent fractions, this activity will help him learn summarizing and paraphrasing, tasks which most students need a great deal of practice to become skillfull in.

DRAMA

Focus: Using Drama to Reflect on Qualities

- Objectives:**
1. To improve drama skills by acting like the various animals in the story
 2. To reflect on the human qualities that are reflected in the animal characters of the stories

Learning Activities:

1. **Character Changes**
Have students first assume the characteristics of each of the animals in the story. Then have them be the animal for about 20 seconds. When a command is given, they are to switch to a new animal. This can be done several times.
2. **Animal Charades**
Another variation is to put the names of the animals in a hat and have a student pick one out. He then tries to act out the animal while the others try to guess what animal he is. You can add many animals to the hat.
3. **Class Discussion**
At some point, it is valuable to discuss the qualities of each animal and how they relate to human qualities. The science class dealing with animal observation could be a helpful prelude to this activity.

PHYSICAL EDUCATION

Focus: Reinforcing some of the Lessons in the Stories through Physical Activity

- Objectives:**
1. To relate parts of the story to physical education activities
 2. To develop co-operation through games
 3. To design an obstacle course
 4. To participate in a group activity using a parachute

Learning Activities:

1. Parachute Activity

This is a variation on the "new games" (co-operative) activity of cats and mice. Spread the parachute out with everyone kneeling around it. Practice shaking the parachute so that it makes waves close to the ground, but doesn't get very high. The object of the game is for one group of people to crawl on top of the parachute and catch the people underneath.

The people around the parachute shaking it are called the otters because they are so playful. It is helpful to have several adults helping the others because it is tiring to keep the parachute moving. The people underneath are called the mice, and the ones on top trying to catch the mice are the wolves. One person can be the eagle who roams around the outside of the parachute, but when he spots a mouse he tries to catch it.

Start by picking three mice, two wolves and one eagle. Have the mice crawl under the parachute first, giving them time to get settled before the wolves go after them. Tell the wolves not to be rough with the gentle mice, but try hard to catch them. By shaking the parachute, the otters will hide the mice. Let the eagle go last.

You probably should make the rule that there is to be no jumping or rough play. It has been effective to warn the group that if this rule is broken, those who break it will have to sit out for a couple of games. If you have an immature group, you can improve their behavior by praising the ones that co-operated with the rules after each game. You can keep up the novelty of the game by playing it for short periods of time.

2. Obstacle Course

This activity is designed to reinforce the concept of obstacle as well as provide an experience to develop co-ordination and endurance. This activity can be played either indoors or out, and with any age. If you do this outdoors and you are near a wooded area with a stream, you can probably go a long way toward recreating either story, "*Great Wolf and Little Mouse Sister*" or "*Walking with Grandfather*".

Gather as many things as you can that are easy to move and can act as obstacles (ropes, chairs, mats, cones, poles, ramps, tires and boards, etc.). Arrange them in any way you can imagine so that traversing them will develop some skill. Have students proceed through the course, first at a slow pace and then later, as quickly as possible. To make it more difficult, have them go through holding cups of water or with bean bags on their heads or in twos with their hands tied to each other.

After they have gained some experience, have students design parts of the course. This could be done in a number of ways, such as having small groups take a certain part of the course, or having a small group design the whole course. If it is outdoors, a group could be dismissed early to set-up the course. It is usually helpful to talk about ways of changing the course.

This is a way of reinforcing the concept that we reach our goals by overcoming obstacles. The students can also learn that obstacles help them develop strengths and qualities. It is therefore not necessary to be afraid of obstacles, but rather we should be thankful for them.

MUSIC

Focus: Using Lyrics to enhance Understanding and Enjoyment

Objectives:

1. To read the lyrics while the music is playing
2. To use the lyrics to produce humor
3. To understand analogies used in the songs

Rationale:

If the students memorize the songs now, they will become internalized and thus gain significance for the students as they grow up. The students will be able to use the songs as reference points for the rest of their lives to help them reflect on their own experiences and personal development.

In consulting with one of the creators of the music, it was found that they tried to catch the essence of the story in a very few words. This is apparent when reading the lyrics:

Great Wolf and Little Mouse Sister

*The Great Wolf and the Little Mouse Sister
On a journey we all know well
We all seek to answer life's mysteries
And if we give our best
We're sure to reach our quest*

Walking with Grandfather

*Now it's time for us to listen
To what they have to say
Out there is so much wisdom
And I know they know the way
And if we hear just what they say
We will not fade away . . . fade away*

Learning Activities:

1. **Singing along with the tape**

Pass out the words to each of the songs and have students sing as they read along. This is a wonderful reading activity and an easy way to learn some of the words connected with the story.

2. **Find the words that rhyme in the songs**

3. **Discuss how the lyrics match each of the stories**

4. **Humor**

Change parts of the lyrics so that they change the meaning of the song (e.g. if we give our worst, our minds are sure to burst). You may want to give worksheets with blank lines drawn for each word in the song. This will give students the structure so that the number of syllables and words are the same as the original piece, thus maintaining the rhythm.

5. **Performing**

Work with the class until it knows the songs very well. Then perform them in front of another group. You may want to ask someone to help accompany the group on a musical instrument. Pass out the words to the audience and have them learn the songs with you.

SCRIPT

Walking with Grandfather

Narrator:

I'll never forget that Saturday morning as long as I live; I was almost thirteen then. I woke up just as the sun was beginning its journey across the sky. I was much too excited to sleep. Grandfather was coming to take Martha, that's my younger sister, and me for a walk. I knew, as I lay there listening to the muffled voices of my mother and father filtering in from the kitchen and savoring the smells of breakfast cooking, that it was going to be a very special day. Although I didn't know it at the time, it was to be the day that Martha and I would find out that we had a very special gift.

I looked across the room and saw that Martha was still asleep in her bed. How could she sleep when I was so excited? So I jumped up, ran over and pulled the covers off of her.

Philip:

WAKE UP Martha. Wake up! Grandpa's going to be here any minute.

Martha:

Philip! Don't be so mean. I'll get up . . . in a minute . . .

Narrator:

As she pulled the blankets back over her, I ran to the window just in time to see Grandpa coming up the walk.

Philip:

Hurry up, Martha; he's here!

Narrator:

Dad and Grandpa were drinking coffee, and Mom had just put the food on the table when we came into the kitchen. We all sat down to eat breakfast together.

Dad:

Where are you going to take the children this morning?

Grandfather:

I thought we might walk over to Joshua Lowdog's place. He always looks forward to company and he knows a lot of stories.

Narrator:

We were so excited, we could hardly eat. Just as we were finishing our last bites, Grandpa smiled.

Grandfather:

Are you both ready to go? The day waits for no one.

Narrator:

Nodding goodbye, he headed for the door. We jumped up quickly from the table, said goodbye to Mom and Dad and followed after Grandpa.

The morning sunshine gently warmed us as we walked along. We were eager to hear the old stories. Joshua Lowdog knew so many of them, he practically never told the same one twice. Grandpa seldom told stories, like the kind Joshua Lowdog told. He had his own gift.

Martha:

Grandfather, will you tell us some stories on the way?

Narrator:

The old man just chuckled.

Grandfather:

What are you learning in school?

Martha:

Same old stuff . . .

Philip:

Yeah, we're learning about ecology . . .

Grandfather:

Ecology? Philip, you know I never went to school. Would you please explain ecology to me?

Narrator:

We had just come to the edge of the little stream and as we sat down by the running water, I began trying to explain "ecology" to my Grandfather.

Philip:

It's supposed to be about how everything works. You know, like if you pollute the water, you pollute everything that drinks it and if you pollute the air then you pollute everything that breathes. They say that everything is interrelated . . .

Narrator:

He threw back his head and howled with laughter.

Grandfather:

I was wondering when they were going to get around to that!

Philip:

I don't get it?

Martha:

Me either . . .

Narrator:

He got up, still smiling.

Grandfather:

Come on, let's walk beside the little stream as we talk . . .

Martha:

I still don't get it . . .

Grandfather:

The Great Spirit has given all people knowledge and wisdom, each in their own way, and has forgotten no one. To our Indian peoples, and all others who live close to our Mother Earth, He gives knowledge and wisdom through dreams, visions, fasting, prayer, and has blessed us with the gift of seeing the many lessons He has put in nature and in the world around us.

He has also given us knowledge and wisdom in books and writings - it's important that we learn in this way too, as long as we remember to take from the books only those things that bring goodness and understanding and help us serve one another in better ways.

Narrator:

Just then, Martha spotted a beautiful eagle flying overhead.

Martha:

Look Grandpa, an eagle!

Grandfather:

What did it say to you?

Philip:

It said: "Don't kill me, I'm an endangered species!"

Martha:

It did not! It didn't say anything . . .

Grandfather:

What did it say to you?

Narrator:

He looked right at me as he repeated the question and I didn't have a clue; but since he always said things were sacred . . .

Philip:

It said it was sacred. What did it say to you, Grandpa?

Grandfather:

Enough to fill many books . . .

Martha:

It did?

Philip:

How?

Grandfather:

The same way it told you that it was sacred. It said: "Look at me fly. See how powerful I am, how high I can soar. My wings are perfectly balanced. I am like the peoples of the earth. One wing is man, and the other is woman. When both women and men have equal power and they are balanced, then the people of the earth will soar to their highest limits." The next time you see an eagle, he will tell you even more.

Narrator:

At the time I couldn't see how, but I knew he would. Grandpa had said so. We all walked beside the little stream for quite a ways without saying much. Just before we got to Joshua Lowdog's place, Grandpa stopped and pointed to the little stream.

Grandfather:

Look at the wisdom that the Great Spirit has put into this little stream that splashes so gently to the sea.

Narrator:

Martha and I looked at the little stream. Now, I had looked at that little stream a hundred times before, even swam in it, and looking at it again didn't help me to see any wisdom. I could tell that Martha was probably thinking the same thing.

Grandfather:

Feel the water, see how gently and lovingly it touches your hands?

Martha:

. . . and if it gets polluted, we get polluted . . .

Narrator:

Grandfather didn't miss a beat.

Grandfather:

Water gives life to all living things and yet always seeks the lowest spot to show how humble she is. And no matter what we do to her, she always remains herself and never turns her back on anyone. Although she is humble, she has great strength, patience and faith.

For even if a mountain were to stand in the little stream's way, she would keep moving until, finally, the mountain would be washed to the sea. She would never give up. Now look at those trees. What do they say to you?

Narrator:

Martha and I looked at the stand of trees just beyond the little stream. We'd looked at those trees a hundred times before and we'd never heard them speak. But now we anticipated hearing them speak through Grandfather's words.

Martha:

Tell us Grandpa.

Grandfather:

If we are to have peace in the world, we must learn to be like the trees. The Alder doesn't tell the Oak tree to move over. The Oak doesn't tell the Maple to move over. All of the different trees stand together with their roots deep into the same Mother Earth, refreshed by the same breeze, warmed by the same sun. They stand together with their arms upraised in prayer and thanksgiving, supporting and protecting one another.

Narrator:

Then Grandpa just looked at us, smiled and started off towards Joshua Lowdog's. We followed in silence.

Just as we got to Joshua Lowdog's, I remember thinking how wonderful it was that we are who we are, that the Creator had blessed us with the gift of seeing how we should be and for giving us our Grandfather. The eagle, the little stream and the trees would never be silent again.

Joshua Lowdog was very happy to see us and waved. Martha ran ahead.

Martha:

Grandpa Lowdog! Grandpa Lowdog . . . we saw an eagle . . . and it talked to us!

Lowdog:

That's very, very good. Did it tell you about the Great Wolf and Little Mouse Sister?

Martha:

No, it just told us about people.

Lowdog:

Good! 'Cause that's one of my best stories and I want to tell it to you.

Narrator:

Joshua Lowdog did tell us about the Great Wolf and Little Mouse Sister and he told us alot of other stories that day too.

And as the days go by, I'll tell them all to you. For, you also, share the precious gift.



SCRIPT

Great Wolf and Little Mouse Sister

Narrator:

Once upon a time, a long time ago, the Great Wolf stood alone in a golden meadow. He was crying. A short distance away, Little Mouse Sister poked her head up out of the ground to see who was making all the noise. She looked around and saw that it was the Great Wolf. It made her sad to see the Great Wolf so unhappy. Small and insignificant as she was, she wanted to help - she had been taught that way - so she walked up to him and spoke.

Mouse Sister:

Great Wolf Brother, why are you crying?

Wolf:

Because I've lost my eyes and can't see. Who are you?

Narrator:

Little Mouse Sister hopped up on the Great Wolf's nose, to get a better look, and saw that it was true. The Great Wolf was blind.

Mouse:

I am your Little Mouse Sister. Why did you lose your eyes?

Wolf:

Because I was very foolish and very selfish, my eyes fell out and got lost. If only I could see, I'd never be selfish again.

Narrator:

The Great Wolf began to cry again.

Mouse:

Please, don't be sad, I will help you.

Narrator:

When the Great Wolf heard this, he began to laugh.

Wolf:

A little mouse help the Great Wolf?

Mouse:

Yes! I will give you my eyes.

Narrator:

Then, Little Mouse Sister reached in, took out her own eyes and put them where the Wolf's eyes had been.

This surprised him so much that he jerked back his head and caused Little Mouse Sister to fall off into the grass.

Now that he could see again, the Great Wolf forgot his Little Sister and began running, dancing and leaping into the air. He was so happy.

Then he remembered the little mouse who had given him her eyes and he went looking for her. He found her in the same spot where she had landed when she'd fallen off his nose. As he saw her sitting there, so kind, so humble, so unafraid, tears began to flow from his new eyes, washing away the hardness he had long felt in his heart.

Wolf:

My little sister, why did you do this? Why did you give me your own eyes?

Mouse:

Because, I've always been taught to give my very best for my brothers and sisters, that they might live well and be happy. My eyes were my very best.

Wolf:

But now you can't see!

Mouse:

That's true, but I am only a little mouse and you are the Great Wolf.

Narrator:

The Great Wolf then sat down by his Little Mouse Sister. Her words brought back memories that he'd almost forgotten.

Wolf:

Do you remember hearing about that time when we were all gathered beneath the Sacred Tree of Life - that Sacred Tree of Hope, with its everlasting branches spreading across and sheltering all of the people?

Mouse:

Yes, I remember. It was a radiant morning. That was when we learned that we must love the Creator of all things . . .

Wolf:

And that we show that love by loving one another and by sharing with all living things. I had forgotten. Little Sister, do you remember the promise of the Sacred Lake?

Mouse:

Yes, but I could never find it now.

Wolf:

Not alone perhaps, but together we could find it.

Narrator:

The Great Wolf then swooped up his Little Mouse Sister and placed her safely on his back.

Wolf:

No matter how long this journey takes or how difficult it may be, we will find the Sacred Lake and ask our Good Creator, the Great Spirit, to help you.

Narrator:

And so, the Great Wolf and the Little Mouse Sister began their journey in search of the Sacred Lake. Just as the Great Wolf had predicted, their journey was long and very difficult.

They decided to travel North, towards the snow-capped mountains, because Wolf remembered hearing that the Good Red Road, ran North and South. So, he figured, if the Good Red Road came from the North and if they went that way, they would surely find the Sacred Lake.

On the third day of their journey, as they were resting by a clear stream, they were awakened by three noisy otters sliding down the bank into the water. When the otters saw that they were awake they came over to visit.

Otter #1:

Who are you?

Otter #2:

Where are you going?

Otter #3:

What are you doing here - want to play with us?

Wolf:

I'm the Great Wolf and this is my Little Mouse Sister and we're on a journey to find the Sacred Lake . . .

Otter #1:

No Sacred Lake around here!

Otter #2:

Nope. No Sacred Lake around here!

Otter #3:

No Sacred Lake. You better stay and play with us we have lots of fun.

Mouse:

We'd love to stay and play, but we have to continue on our search.

Otter #1:

Pretty silly, looking for something that's not around here!

Otter #2:

Yep. Pretty silly!

Otter #3:

Yep. Silly. That Sacred Lake doesn't sound like much fun. If it was, it'd be around here, and it's not . .

Otter #2:

Nope, not around here . . .

Otter #1:

Nope, never heard of it.

Narrator:

Then the three otters turned and raced down the bank and into the water.

Mouse:

Do you really think we'll ever find it.

Wolf:

Yes, Little Sister, we'll find it.

Narrator:

They travelled on for many days, and each day brought them closer to the snow-capped mountains. Then one day they came upon a Coyote sitting under a tree.

Coyote:

Ho! Brother Wolf! Where are you going with that little blind mouse on your back?

Wolf:

We're on our way to the Sacred Lake to ask the Great Spirit to help my Little Mouse Sister.

Coyote:

Well, why don't you stop and visit for awhile? You both look hungry and I just made some soup. My camp's just behind this tree.

Narrator:

Because they were very hungry, they accepted Coyote's offer, and joined him for dinner. After they had finished their soup, Coyote decided to play a trick on them. He sent the Great Wolf down to the stream to wash the bowls, so that he could be alone with Little Mouse Sister.

Coyote:

Tell me little sister, have you been travelling a long time?

Mouse:

A very long time . . . You're the first person we've seen since we visited with the otters. They'd never heard of the Sacred Lake. Have you ever heard of it?

Coyote:

Sure, I've heard of it. I even know where it is.

Mouse:

You do?

Coyote:

Sure. Say, how well do you know that Wolf?

Mouse:

I know him very well. He's very kind.

Coyote:

If he's so kind, why's he taking you in the wrong direction?

Narrator:

The Great Wolf knew about Coyote and his tricks, so he had quickly washed the bowls and doubled back. He was standing behind the tree listening.

Mouse:

But we're on the Good Red Road.

Coyote:

Yeah, sure . . . Listen, I don't think that Wolf means you any good. He's probably out to get some reward from the Great Spirit for pretending to help you out. I'd be glad to take you to the Sacred Lake - I even know a shortcut.

Narrator:

Just then the Wolf re-entered the camp.

Wolf:

There are no shortcuts. I see you're still up to your tricks. Is it you who are seeking a reward from the Great Spirit?

Coyote:

Well, now that you mention it, things haven't been going very well lately. It couldn't hurt . . .

Mouse:

That wasn't very nice.

Coyote:

Didn't mean any harm.

Wolf:

Come little sister, we must be on our way. Thank you for the dinner, Coyote.

Mouse:

Yes, thank you.

Coyote:

Hey listen, if you find that Sacred Lake . . . put in a good word for me . . . it couldn't hurt.

Narrator:

The Great Wolf and the Little Mouse Sister continued on their journey, travelling night and day. Then one day, when they were very close to the snow-capped mountains, they met the Great Horned Owl leaning on his cane by the side of the trail.

Owl:
Helloooo . . .

Mouse:
Who's that?

Wolf:
The Great Horned Owl.

Mouse:
Oh, oh. Owls are bad luck, especially for mice.

Wolf:
Not always. Some people say they're very wise. They're supposed to know just about everything.

Owl:
Yes, yes, that's very true. I can see that you are a very intelligent Wolf. As for your little mouse friend, tell her not to worry, I gave up hunting a long time ago. And anyway, I've just eaten. Where are you headed?

Wolf:
We're searching for the Sacred Lake.

Owl:
Sacred Lake . . . Sacred Lake? If you're talking about that big pond some folks call Sacred Lake, it's just up the mountain there a ways.

Mouse:
Have you seen it?

Owl:
Of course I've seen it. Do you think I'm blind? I've flown over it a thousand times. It isn't anything special. Why in the world would you want to go there?

Wolf:
We've been following the Good Red Road on our way to the Sacred Lake to ask the Great Spirit to help my Little Mouse Sister. You see, she is blind.

Owl:
Well of course she is. Good Red Road, huh? My boy, I haven't heard anybody talk like that for ages. Where've you been? This is the scientific age. What your little friend there needs is a transplant.

Mouse:
No thanks, we already did that. We'll be on our way now.

Owl:
Well if you're going up there to look for some Great Spirit, you're going to be mighty disappointed. Why I've been over that lake a thousand times and I've never seen a Great Spirit. And I know just about everything. I read books!

Narrator:
The Great Wolf and the Little Mouse Sister thanked the Great Horned Owl for his advice and continued on their way.

Several days later, when it seemed like they could hardly go another step, they came over a little crest on the mountainside and as they looked down below, the Great Wolf saw the most beautiful lake he'd ever seen.

Wolf:
My beloved sister, we've come to the end of our journey. If you could only see this beautiful lake!

Mouse:

But I can see it - in my heart! I think I'd like to walk the rest of the way.

Narrator:

So she took hold of the Great Wolf's tail and they walked to the edge of the Sacred Lake.

The Great Wolf reached into his pouch and took out tobacco to make his offering.

First to the West, from where comes thunder and lightning and asked those powers to help his sister.

He then turned to the North, from where comes the white snow, and called the powers of that direction to help her.

Then to the East, from where comes the red sunrise, and called upon the powers of the new mornings.

Then to the South, from where new life comes and called upon those powers.

Then he offered his tobacco to Father Sky in honour of the Great Spirit and all of the old people that had gone on to the Spirit World.

And finally to Mother Earth, that brings forth and sustains all life. He asked them all to help his sister.

Then he leaned down and kissed the Little Mouse Sister goodbye.

Wolf:

I've done all that I can, little sister. The rest you must do yourself. Remember that the Good Creator speaks to each one of us in his own time and place.

Mouse:

Thank you Great Wolf Brother.

Wolf:

Thank you, beloved sister, for your generous gift. If you need me, just call and I'll come back.

Narrator:

Then the Great Wolf bounded down the mountain and out of sight.

As the Little Mouse Sister stood there, patiently waiting, she asked the Great Spirit to look after the Otters who were always too busy playing to think about anything else and she asked that Coyote be forgiven his trickster ways, because he really didn't mean any harm, and she asked that the Great Owl be given true sight and wisdom to balance out all of his book learning, and finally she asked a special Blessing for her wolf brother, whom she loved very much.

Just as she finished her prayer, she heard a voice say . . .

Voice:

GRANDDAUGHTER JUMP!

Narrator:

The little mouse jumped.

Voice:

JUMP HIGHER!

Narrator:

So she jumped higher.

Voice:

JUMP HIGHER!

Narrator:

Then she jumped as high as she could and suddenly she felt herself soaring above the earth. Then the Voice said

Voice:
OPEN YOUR EYES.

Narrator:
When she opened her eyes she found that she had become the mighty Eagle and she screeched in happiness.

Voice:
Granddaughter, because you have been so kind, loving and compassionate, and have shared the best you had to help another find life and understanding, from now on and for evermore you shall be the Sacred Eagle. You will fly above all of the people's horizon and shall be a sign to them.

Narrator:
And that's the story of how Little Mouse Sister became the Mighty Eagle - the Eagle of love, understanding and compassion.

The End

